

Editorial

THE PERCEPTIONS OF SELECTED PANTAO RAGAT CENTRAL SCHOOL TEACHERS ON THE GAMIFICATION AS TEACHING STRATEGY

^{1,*} Dibangkitun, Isnihaya B and ²Raihanie Batara Maruhom

¹Bachelor of Elementary Education, Education Department, Mindanao State University-Lanao National College of Arts and Trades, Marawi city, Philippines.

²Associate Professor, MSU-LNCAT, Philippines.

Received 18th May 2024; Accepted 19th June 2024; Published online 30th July 2024

ABSTRACT

This study aimed to investigate the perceptions of 30 elementary teachers at PantaoRagat Central School regarding the use of gamification as a teaching strategy for math subjects. Through purposive sampling, 30 teachers (20 primary and 10 intermediate educators) were selected to ensure a diverse and relevant sample with experience in gamification. The research utilized a descriptive-survey method to collect data on teachers' demographics, game preferences, and perceptions of gamification. Analysis involved using frequency, percentage analysis, and mode to understand the teachers' views on gamification strategies. The results reveal that 90% of the respondents were female teachers aged 36-45 with 11-20 years of teaching experience. Race Game, Puzzle, and Bouncing Sum emerged as the most commonly used gamification strategies. The teachers expressed a positive perception of gamification, believing in its effectiveness in enhancing student engagement, motivation, problem-solving skills, collaboration, and teamwork. They recognized gamification as adaptable to primary grade levels, integrable into math and other subjects, and aligning well with the curriculum. This positive reception among the teachers indicates the potential of gamification to improve student learning experiences and outcomes. The study's implications underscore the importance of understanding teachers' preferences when implementing gamification and tailoring content for math subjects based on popular strategies. Teachers' positive views support the integration of gamification into curriculum design, enhancing engagement, enjoyment, and personalized learning experiences. This study highlights gamification as a valuable teaching strategy for math subjects, providing insights for educators and stakeholders interested in enhancing teaching and learning through gamification.

Keywords: perceptions, gamification, teaching strategy.

INTRODUCTION

Gamification is a strategy that incorporates elements from gaming to non-game environments to boost engagement and incentivize desired behaviors. These elements include points, where users earn rewards for completing tasks or challenges, badges awarded for specific achievements, leader boards to track progress and foster competition, and reward systems offering virtual coins or exclusive content as incentives for active participation to encourage active participation and make tasks fun and enjoyable. This strategy allows students to see their learning as a playful process and experience. This approach can increase learners' motivation and engagement by incorporating game design elements in educational environments. People see how challenging it is to teach children nowadays. Whenever their teacher is teaching, the students were not listening and would instead play, or talk to their seatmates as if they were in their own world. The students seemed more interested in playing than studying or listening to their teacher's discussion. If they did listen to their teacher, it would not last long before they would start playing again, indicating that their interest in listening was easily lost. As a result, their quiz scores were low or even zero. The teacher was teaching, but the students were not focused because they preferred to play, and that it is natural for elementary students to enjoy and love playing. However, the problem seems to lie with the students as they are easily distracted, unable to focus, and most importantly, lack of interest to listen and learn.

Traditional schooling is often seen as uninteresting by student, as mentioned in the study by Dicheva *et al.*, (2015). Traditional schooling can be uninteresting to some students because it often uses one-size-fits-all approach, which does not accommodate individual learning styles and Traditional schooling is often seen as uninteresting by student, as mentioned in the study by Dicheva *et al.*, (2015). Traditional schooling can be uninteresting to some students because it often uses one-size-fits-all approach, which does not accommodate individual learning styles and

Traditional schooling is often seen as uninteresting by student, as mentioned in the study by Dicheva *et al.*, (2015). Traditional schooling can be uninteresting to some students because it often uses one-size-fits-all approach, which does not accommodate individual learning styles and Traditional schooling is often seen as uninteresting by student, as mentioned in the study by Dicheva *et al.*, (2015). Traditional schooling can be uninteresting to some students because it often uses one-size-fits-all approach, which does not accommodate individual learning styles and

RESULT AND DISCUSSION

This study aimed to identify the perceptions of selected PantaoRagat Central School teachers on the gamification as a teaching strategy. The study focused on determining the profile of the respondents in terms of age, sex, civil status, highest educational attainment, and length of service and their perceptions on the gamification as teaching strategy. The research design utilized a descriptive-survey method. The respondents of the study were the selected teachers at PantaoRagat Central School for the school year 2023-2024. A census sampling approach was employed, resulting in a total of 30

*Corresponding Author: Dibangkitun, Isnihaya B,

1Bachelor of Elementary Education, Education Department, Mindanao State University-Lanao National College of Arts and Trades, Marawi city, Philippines.

respondents. The researcher-made structured survey-questionnaire consisted of three parts: demographic information, the games used by the respondents in teaching Math subject and respondents' perceptions on gamification as teaching strategy, with a scale of 1 to 3 indicating disagreement, neutrality, and agreement. These questionnaires were distributed, and the respondents were briefed on the study's importance and instructions. Data analysis and interpretation were conducted using appropriate statistical tools, including frequency and percentage distribution.

FINDING

The study's key findings include insights into the demographic profile of respondents, with the majority falling within the 36-45 age group and a significant representation of female. The study's key findings include insights into the demographic profile of respondents, with the majority falling within the 36-45 age group and a significant representation of female educators. Marital status revealed that most respondents were married, and educational qualifications showed a prevalence of Master's degree holders. Experience in the teaching profession varied with a notable proportion having 11-20 years of service. Gamification strategies, particularly Race Game, Puzzle, and Bouncing Sum, were commonly employed. Teachers overwhelmingly agreed on the effectiveness of gamification in improving student engagement, motivation, problem-solving skills, and collaboration, indicating a positive stance towards its implementation in math subjects. This favorable perception underscores the potential of gamification to enhance student learning experiences and educational outcomes, emphasizing its viability for creating interactive and stimulating learning environments.

IMPLICATIONS

Based on the findings, the implications are as follows:

The respondents primarily comprised females aged 36-45, married, and with 11-20 years of teaching experience. This demographic insight sheds light on the preferences and experiences of this specific group of educators regarding the implementation of gamification in teaching. Popular gamification strategies among teachers included Race Game, Puzzle, and Bouncing Sum, indicating the suitability of these games for creating math-related gamified content. Teachers unanimously agreed on the effectiveness of all 15 indicators related to gamification, showcasing a positive perception of gamification as a math teaching strategy. They believe gamification enhances student engagement, motivation, problem-solving abilities, collaboration, and overall learning experiences.

Teachers recognized the versatility of gamification across different grade levels and subjects, particularly in math, highlighting its adaptability within the curriculum. Gamification was viewed as a means to make learning more enjoyable, stimulating, and to encourage active anticipation in classroom interactions. Furthermore, teachers acknowledged gamification as a valuable tool for assessing student progress, aligning with learning objectives, and offering personalized learning opportunities, indicating its potential to enhance teaching methodologies and cater to individual student needs. Overall, the positive reception of gamification among teachers suggests its effectiveness in improving student engagement, motivation, and learning outcomes, transforming traditional classroom settings into dynamic and interactive learning environments.

REFERENCES

- Aata, E. J. P., & Alata, E. J. P. (2020). Teaching strategies for elementary science (Physics, Earth and Space Science). Manila, Philippines: Rex Book Store, Inc.
- Baute & Macud (2013). The influence of play on the Learning skills among preschoolers as Earth and Space Science). Manila, Philippines: Rex Book Store, Inc.
- Baute & Macud (2013). The influence of play on the Learning skills among preschoolers a perceived by the teachers in MSU-ILS. Mindanao State Universities
- Camarista, G. G., & Oranio, I. B (2019). Teaching mathematics in the primary Grades. Manila, Philippines: Lorimar Publishing Inc.
- Cosain, A. S. (2023). The use of gamification as a vocabulary learning strategy. Mindanao State University, Marawi City.
- Csikszentmihalyi, M. (1990). Flow: the psychology optimal experience. Harper & Row.
- Dicheva, D., dichev, C., Agre, G., & Angelova, G. (2015). Gamification in education: A Systematic Mapping Study. Educational technology & Society, 18 (3), 75-88 https://journals.sagepub.com/doi/full/10.1177/0047239520917629?need_sec_link=1&sec_link_scene=im
- Disomnong, S. L. (2014). Motivational strategies practiced by preschool teachers in selected private schools in Marawi. Mindanao State University, Marawi City.
- Piaget, J. (1973). To understand is to invent: The future of education. Grossman Publisher Olson, M. (2022). Teachers' perception of gamification as a teaching design https://www.researchgate.net/publication/367628145_Teacher_s'_Perception_of_Gamification_as_a_Teaching_Design PantaoRagat Central School, PantaoRagat Lanao Del Norte
